



# RELATIONSHIP BETWEEN ANXIETY AND PSYCHOMOTOR ABILITIES OF COLLEGE STUDENTS

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## ABSTRACT

The present study was conducted to know the relationship between Anxiety and the psychomotor variables of college students. To determine: the characteristics of psychomotor variables of college students, the relationship between psychomotor abilities and anxiety of college students and the combined contribution of psychomotor abilities to anxiety on college students. Fifty students (boys) were selected as the subjects for the study from Government College Hoshiarpur. The age ranged from 18-25 years and the following psychomotor variables were taken for study: differentiation ability, kinesthetic perception, reaction time and visual perception. Descriptive statistics was used to characterize the psychomotor abilities of college students. Product moment correlation was used to determine the relationship among psychomotor abilities and anxiety of college students. To know the combined contribution of psychomotor abilities on anxiety Multiple Correlation was applied and the level of significance was set as 0.05. Among all the psychomotor variables i.e. differentiation ability ( $15.18 \pm 4.014$ ), Kinesthetic Perception ( $25.10 \pm 11.92$ ), Visual Perception ( $.37 \pm 0.285$ ), Reaction time ( $.08 \pm .028$ ), Kinesthetic Perception in boys were having greater mean in comparison to other psychomotor variables. The results obtained from the analysis of data revealed that the attribution variable i.e. Differentiation ability was negatively related to the anxiety. It also revealed that there was an insignificant relationship found in relation to kinesthetic perception, Visual perception and reaction time with the anxiety of college students. There was a significant relationship found between criterion variable (anxiety) and independent variable (Differentiation Ability, Kinesthetic Perception, Visual Perception, Reaction Time) because the calculated value (.510) was greater than the tabulated value (.288) at 48 d.f

**KEYWORDS:** Anxiety, Psychomotor

## INTRODUCTION:

Every equal and has equal opportunity to grow, to develop and to live and enriched, radiant and esteemed life. Supernatural power has created a specific group called-challenged, which is different from normal to such extent that a specific program is required to meet their needs. Among the challenged ones, there is a group of college going persons who are unable to detect certain frequencies of sound completely. Here, the term college going signifies an umbrella term covering all those children who are suffering by the reason or the other from one or other type of hearing losses. Consequently the term hearing impairment may be defined as "a generic term indicating disability which may range from mild to profound." Adapted Physical education programs are now days often used for the physical activities for children with disabilities to enable them for participating safely successfully and with satisfaction. Adapted physical Education (ADP) is a sub-discipline of physical education in United State. It is an individualized program created for the students with disabilities in order to ensure safe and successful opportunities. Typically the word "adapt" means to "adjust" or "to fit". Adapted Physical education is a direct service, not a related service. The study was conducted to test the differences found in psychomotor abilities of the children who were suffering from hearing impairment. Here psychomotor ability can be defined as the ability to perform boy's motor movements (movements of finger, hands, legs etc) with precision, coordination or strength, the capacity that influences the capacity to manipulate and control objects.

## METHODOLOGY:

Fifty students (boys) were selected as the subjects for the study from the Government College of Hoshiarpur. The age ranged from 18-25 years and the following psychomotor variables were taken for study: differentiation ability, kinesthetic perception, reaction time and visual perception. The differentiation ability was measured with the help of Backward Basketball Throw Test (in points), kinesthetic sense test with the help of kinesthetic Obstacle Test (in points), reaction time by using Nelson Hand Reaction time Test (using Nelson formula) and visual perception test by Muller Layer Visual Perception Apparatus (in cm). Anxiety of the children was measured by using manual for general Anxiety scale for children standardized. Descriptive statistics was used to characterize the psychomotor abilities of college students. Product moment correlation was used to determine the relationship among psychomotor abilities and anxiety of college students. To know the combined contribution of psychomotor abilities on anxiety multiple correlations was applied and the level of significance was set at 0.05.

**Table 1: Mean and Standard Deviation of psychomotor variables of College students**

Psycho motor abilities	Mean Std. Deviation
Differentiation ability	$15.18 \pm 4.014$
Kinesthetic Perception	$25.10 \pm 11.92$
Visual Perception	$.37 \pm .285$
Reaction time	$08 \pm 0.28$

Table-1 reveals that psychomotor variables i.e. Differentiation ability ( $15.18 \pm 4.014$ ), Kinesthetic Perception ( $25.10 \pm 11.92$ ), Visual Perception ( $.37 \pm .0285$ ), Reaction time ( $.08 \pm .028$ ), Kinesthetic Perception in boys were having greater mean in comparison to other psychomotor variables

**Table 2: Relationship of psychomotor abilities with the anxiety of College students**

Psychomotor abilities	Anxiety
Differentiation ability	-.475*
Kinesthetic Perception	.077
Visual Perception	.203
Reaction time	.154

The results obtained from the analysis of data in Table-2 revealed that the attribution variable i.e. Differentiation ability was negatively related to the anxiety. It also revealed that there was an insignificant relation found in relation to kinesthetic perception, Visual perception and reaction time with the anxiety of college students.

**Table 3: Combined Contribution of psycho motor abilities to anxiety**

Criterion Variable	Independent Variables	Coefficient of multiple Correlation
Anxiety	Differentiation	.510*
	Ability	
	Kinesthetic	
	Perception	
	Visual	
	Perception	
	Reaction Time	

From Table-3 it is evident that there was a significant relationship found between criterion variable (anxiety) and independent variables (Differentiation Ability, Kinesthetic Perception, Visual Perception, Reaction Time) because the calculated value (.510) was greater than the tabulated value (.288) at 48 d.f.

## CONCLUSION:

The present study showed that the college students were having greater kinesthetic perception in comparison to other psychomotor variables such as differentiation ability, visual perception and reaction time.

The study also showed that differentiation ability is negatively significantly correlated to the anxiety of college students, and psychomotor variables such as kinesthetic perception, visual perception and reaction time were having insignificant relationship to the anxiety of college students.

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